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ABSTRACT

This paper examines the role of the initial exploratory experience, an introductory education course, in preparing teachers for working in mainstreamed classrooms. It is divided into five parts: (1) examination of the 11 knowledge competencies related to mainstreaming that can be developed as part of the initial exploratory course; (2) discussion of four essential attitude competencies related to mainstreaming; (3) suggested field experience activities which promote the development of knowledge and attitude competencies; (4) listing of ten skill competencies to be examined at the initial experience level; and (5) assessment techniques for measuring effects of initial field experience on education students' knowledge and attitudes. The conclusion emphasizes the paper's major points: (1) Essential mainstreaming knowledge, attitudes, and skills should be introduced at the initial exploratory level and taught throughout the preservice teacher education program; (2) The secondary school teacher should be student-centered and able to teach all students; (3) Initial exploratory experience, which provides opportunity to observe and interact with all student, is essential; (4) Initial exploratory experience also provides opportunity to observe and interact with teachers of mainstreamed classes; and (5) Initial exploratory experience helps preservice teachers to develop positive attitudes about mainstreaming and all pupils. (JD)

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THE ROLE OF THE INITIAL EXPLORATORY EXPERIENCE IN PREPARING THE TEACHERS FOR MAINSTREAMING

A Model and Point of View

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The Role of the Initial Exploratory Experience in Preparing the Teachers for Mainstreaming

Preparing the teacher education student--both elementary and secondary--for the mainstreamed classroom presents curricular and instructional challenges that may not have been a consideration for education programs in the past. It challenges the focus of the traditional approach to putting students into the field classrooms early and letting the training process start to happen merely through the education students' presence in the field. Now the mainstreaming mandate challenges this unfocused approach by calling attention to the needs of the learner, to employing a variety of teaching skills including individualizing techniques, to working with different types of pupils whom many education students have never encountered before, etc.

Thus the teacher's world is becoming ever more complex. No longer is a background in certain subject areas plus successful student teaching experience enough to prepare a teacher education student for today's classroom. The development of positive attitudes toward all kinds of pupils and knowledge of accommodating and individualizing techniques become essential to today's teacher education program, as well as knowledge of techniques for assessing pupils' individual needs through recognition of individual learning styles, through diagnosis of individual learning problems and through prescription and remediation techniques for promoting individual self-worth. Obviously, if the teacher education teacher is going to be able to meet these challenges, pre-service training, especially on the secondary level, must change, and the change needs to start at the very beginning of professional preparation.

This paper examines the role of the initial exploratory experience--the introductory education course--in preparing the teacher education teacher--both elementary and secondary--for the 80's classroom. The background of this discussion is an outgrowth of a three years' involvement in the Dean's Grant Project on Mainstreaming, the purpose of which was to in-service Education faculty to the meaning and challenges of mainstreaming, plus promote the incorporation of mainstreaming information into the core of professional courses required of all students. This paper is divided into five parts: (1) the examination of knowledge competencies related to mainstreaming that can be developed as part of the initial exploratory course; (2) the examination of attitude competencies; (3) suggested field experiences activities that promote the development of knowledge and attitude competencies; (4) listing of skill competencies to be examined at the initial experience level; (5) assessment techniques.

The approach taken to incorporating mainstreaming information into the required education program was that of identifying eleven generalized mainstreaming competencies as basic to the total program. These competencies were reduced to objectives that were woven into the present professional course structure at one or more of the following levels in each course: (1) introduction and awareness; (2) knowledge and comprehension; (3) integration and application; and (4) reinforcement and refinement. The competencies were derived from studying the literature and selected research.

In addition to the integration of these competencies into present courses, a new course--"The Exceptional Child in the Regular Classroom"--was added as a requirement to the mandatory professional core.

Knowledge Competencies

The mainstreaming knowledge competencies were integrated into the original initial experience objectives to form objectives for the modern elementary and secondary teacher. These mainstreaming knowledge competencies developed through the Dean's Grant for Minstreaming are as follows:

The entry level teacher will have knowledge of

1. various forms of mainstreaming and the role of the regular teacher in promoting the least restrictive environment for handicapped students.
2. characteristics which may constitute various handicapping conditions.
3. nature of existing attitudes toward handicapped and the effects of such attitudes.
4. human and non-human support systems to promote progress of handicapped students in the resular classroom.
5. possible physical barriers in school environment that present problems for handicapped students.
6. teaching methodologies for promoting progress of handicapped students.
7. various techniques which can be used in managing a classroom.
8. curriculum content and materials appropriate for handicapped students.
9. communication skills to further educational progress of handicapped students.
10. the development and implementation of IEP's.

11. appropriate assessment and evaluation methods, procedures, and instruments for use with handicapped students.

These eleven competencies were considered essential for information that all education students should know. These competencies were reduced to objectives for each professional education course. (The complete list of objectives for the initial exploratory course can be seen in the appendix.)

The integration of the mainstreaming competencies into the initial experience course presented a focus problem, particularly in the secondary areas, since the secondary experiences in the beginning course prior to the integration were designed to examine the role of the teacher as it now exists. After the impact of a year's study on mainstreaming in secondary schools, it became clear that a new role needed to be projected for both elementary and secondary teachers which would make possible the accommodating of the special student. Therefore, all the experiences in the initial exploratory have to key in on the role of the teacher as aware and working with individual differences and examine this teacher's role in practice through observation, clinical, and class activities. Such examination is appropriate to begin at this level because it is during the initial field experience that the pre-service teacher examines the role of the teacher, skills needed by the teacher, characteristics of the pupils, and the environment of the classroom. The mainstreaming competencies could be introduced at the knowledge and awareness level as they fit into the present initial experience content that provides an overview to the study of education. For example, competency #1 above could be taught as part of the topic--"What's New In Education Today;"

Competency #2 could be addressed under the topic--"What Are the Students Like Today?"; Competencies #5 and #6 could be covered under the topic--"What Skills Do the Teachers Need?"; Competency #7 could be included in the topic--"How Does the Teacher Create an Effective Classroom Environment?"

This combining of the mainstreaming competencies with the established course objectives emphasizes the integration approach to the mainstreaming topic. It stresses the need for adapting general educational goals and methods to meet individual needs and abilities -- a more effective approach to mainstreaming training as indicated by the research (National Support Systems Project, 1980). The focus is not only on observing and working with special students in regular classrooms but also developing the ability to recognize the needs of all students. Teacher education students--both elementary and secondary--can be instructed to observe and learn about ways to individualize, and to learn classroom management skills appropriate for working effectively with special students as well as regular students.

The basic premise operating here is that both the elementary and secondary teacher need to be aware of all students as individuals with their individual characteristics and learning problems because "while children with extreme handicaps require special and unusual attention, the universal principles of learning apply to all. Learning problems of the handicapped differ from learning problems of other pupils only in degree" (Reynolds and Davies, 1977).

These knowledge competencies are introduced through textbook materials, discussions, and audio-visual materials in class as well as observing teachers using that identified knowledge in the classroom.

The difficulty inherent in creating a new secondary teacher model is that few prototypes may exist in secondary schools at this time that can be observed by teacher education students. Secondary education teachers may have to turn to observations of special education teachers and elementary teachers in order to find practicing models for individualizing and child-centered teaching. Thus in this model all education students must participate in an elementary setting and a secondary setting.

Attitude Competencies

Perhaps the most important role the initial experience can play is in the development of positive attitudes toward the special child particularly and all individual differences generally. Since the affective objectives are the prime objectives in the initial exploratory course--those objectives related to positive feelings toward teaching as a career, positive feelings toward self in teaching role--it is appropriate to introduce at this level key affective objectives toward accepting mainstreamed students and identifying appropriate instructional practices in mainstreamed classrooms. Establishing a positive affective base through these competencies facilitates the accomplishment of all these competencies as one progresses from awareness to integration through the total teacher education program.

Those attitude competencies relating to mainstreaming considered essential for the teacher education student include the following:

1. Developing positive attitudes toward individual differences, including handicapping differences.
2. Developing positive attitudes toward working with the handicapped.

3. Developing positive attitudes toward the importance of social and personal development as well as academic for the handicapped students.
4. Developing sensitivity toward attitudes of students, parents, teachers, and administrators toward the handicapped.

The emphasis in these competencies is to promote those attitudes in teacher education students that characterize the special education field--developing acceptance of individual differences, relating to children as individuals, to belief in the fundamental worth of each student, being careful that students' individuality is not sacrificed on the altar of academic content (Reynolds and Davies, 1977).

The initial experience level appears to be the appropriate time to build positive student attitudes toward the disabled. Although the literature is mixed on the effect of altering attitudes over the long term (Goodman and Miller, 1980), the earlier and the more frequently the education student comes in contact with the special student the greater the opportunity for change in attitude. It is only through increased contact with the handicapped and through gaining increased knowledge about the handicapped that attitudes can change (Goodman and Miller, 1980). Recent studies by Herr, Algozzine and Eaves, 1976; Foley, 1978; Kraft, 1973; and Payne and Murray, 1974, also suggest that experiences with children with handicapping conditions help teachers to be more accepting of those children.

Suggested Field Experiences and Class Activities

One of the most important features of the initial exploratory experience appears to be that of providing actual experiences with

handicapped students as well as regular students at the beginning of professional course work in order to encourage a positive attitude toward all students as individuals. The literature points out that this attitude must be encouraged before skill development training is begun (Larrivee and Cook, 1979 and Goodman and Miller, 1980).

Therefore, it seems necessary to arrange field experiences for the initial experience course that would put the teacher education student in contact with all kinds of pupils--including special pupils. Each education student can be assigned to follow a special pupil for a day as well as interview him/her several times during the quarter or semester experience to become acquainted with the special pupil's attitudes toward school, problems and achievements. The pupil should be from the classes of the participating teacher to whom the teacher education student is assigned so that opportunities exist for the education student to work with the special pupil frequently. To assure a balance of input the teacher education student can also have a similar observation and interviewing situation with a regular pupil.

The ideal field locations are those in which the education student has an opportunity to observe and work with an effective teacher in a mainstreamed classroom. Finding appropriate placements requires good communication and cooperation between the university and the school. The school must understand the objectives of the experience before principals can select those teachers who are effective models. Then the teachers can help select the pupils who would benefit from the attention of another person and who could encourage positive attitudes for the education student. Also the teacher education student

can gather data about both elementary and secondary pupils in general that will focus on their similarities and differences so that the special pupil will seem less of an oddity in the class and more of an individual with needs just as all students have needs. The education student can obtain such information by using interviewing, observing several pupils over a period of time, correcting pupils' papers, consulting student records, interacting with pupils during lunch hour.

These beginning education students can be guided to look at the attitudes, values and social skills projected in the classroom. These skills--labeled as part of the hidden curriculum--must be observed as important in a good mainstreaming plan as well as academic skills if a handicapped pupil is to have a fair chance for success in a regular classroom (Goodman and Miller, 1980).

Observation and work experiences in special classes several times during the total experience would be helpful in understanding characteristics and needs of special kids, techniques used by special teachers, the support and resources available for the regular classroom teacher.

It can be advantageous for the secondary teacher education student to spend some time in an elementary classroom as well as a secondary classroom for the purposes of observing and working with a teacher who has a mainstreamed classroom and is using those individualizing and diagnostic techniques to a greater degeee than can be observed in the secondary. Enabling the secondary education student to work with a teacher who is child-centered, utilizing individualizing techniques, creating a varied classroom environment, provide a model that may not be available at the secondary level. It has been the experience of

this writer that secondary education students, given an extended period of participation in an elementary classroom (at least 5 visits of 5 hours duration each) have a pleasurable, profitable experience and leave with a greater understanding of the child-centered teacher's role.

During participation time in both secondary and elementary schools, which could vary from once a week for 5 hours to several times a week for a semester, observation activities can include such experiences as observing a regular and a handicapped child and looking for information that indicate their intellectual, motor, social, and language development. Beginning education students would need to be guided in these observations by specific questions to investigate such as:

1. What grades does the pupil get?
2. Is there evidence that the pupil can or cannot read the textbook?
3. How could one describe pupil's writing skill?
4. How many other students did student speak to during the hour?
5. Is pupil's language development similar to other students in the classroom?

Other observation activities that could be arranged to further a beginning education student's understanding of the special student's problems within the regular classroom might be as follows:

1. Describe problems a physically handicapped child (in wheelchair or with crutches) might have in this classroom--this school.
2. Describe problems a child might have in this classroom who

could not read beyond the primary level. How would you as the teacher accommodate this student?

3. Describe problems a child might have in this classroom who cannot write. How would you as the teacher accommodate this student?
4. Describe problems a special student might encounter because of the social values system of the school. Do you think the physically handicapped pupil or the learning disabled pupil would encounter more or different problems?
5. Study the attitudes of teachers and pupils toward the handicap through observations in the lunchroom and the classroom.
   a. What positive behaviors do you notice between pupils and handicapped pupils (e.g., conversation, smiles, sitting together, etc.)?
   b. What negative behaviors do you notice (e.g., ignoring behaviors, name calling, nasty looks, ridiculing, reprimanding, avoidance, etc.)?
   c. Take the two behavior categories described above, this time observing the teacher's behavior toward handicapped students.
   d. Describe the effect these behaviors have on the pupils observed.
6. Observations designed to emphasize the expanded role of the secondary teacher from content-centered to include a student focus need to be planned. Such observations can include a

variety of experiences in which education students observe the teacher's teaching techniques citing examples of how the teacher does the following:

a. uses diagnostic tools to determine individual differences--such as learning styles, reading level, writing ability, etc.).
b. adapts to individual differences.
c. uses a variety of teaching techniques (e.g., large group-small group, audio-visuals, independent study, illustrated lectures, etc.).
d. plans and implements both group and individual learning activities.
e. encourages positive attitudes toward the individual.
f. examines daily living problems with students.
g. uses classroom management techniques that include problem sciving.
h. keeps records on individual progress.

Interviewing activities are fruitful areas for information gathering as well as for promoting the practice of communication skills for the beginning teacher education teacher. Dialogue between high school and college students concerning attitudes and problems can be revealing for education students who may never have been aware that such concerns exist. Also interviewing the classroom teacher, resource teachers, administrators prmotes the development of communication skills at the professional level for the pre-service teacher who may find role identity a problem.

Examples of different kinds of interviewing experiences can include:

1. interviewing a regular pupil and a handicapped pupil concerning their attitudes toward school, their peers, special students, teachers, the future.
2. interviewing a regular pupil and a handicapped pupil concerning their perceptions of other pupils' attitudes toward them, of teachers' attitudes toward them; of their perceptions of themselves.
3. interviewing teachers about their reactions to special pupils in their classrooms with questions such as:
   a. what problems do they cause?
   b. what benefits do they bring?
   c. how does teacher help special student fit into classroom?
   d. what support system does teacher have?

Although education students may not be able to observe many secondary teachers who they believe are successfully modeling the behaviors indicated in these observations, the experience of looking for them helps the teacher education student to become aware of these characteristics. Then through class discussions, use of films and tapes, and role playing, the role needs to be developed. If there are few models, the models will have to be created in clinical experiences in the classroom and included as competencies to practice when education students progress into the field experiences of methods and student teaching.

Through the types of guided experiences that the education student encounters in the initial-experience course, the model of the concerned teacher is constructed. The competencies that comprise this model are

presented at the awareness level during the initial experience course and in subsequent professional courses brought to the comprehension and application level and then finally, in student teaching, to the practice and refinement levels. In order to pave the way for these higher level functionings, awareness and acceptance of practices relating to handling the special pupil in the secondary classroom and the changing secondary teacher role need to be established at the very beginning of professional experience. It is reaffirmation of the "as the twig is bent..." adage.

Although some educators believe it is risky to send freshmen and sophomores into schools without substantial training, the advantages of providing real experiences to facilitate career decisions and build positive attitudes seem to outweigh the risks. A study conducted by Haddad (1974) revealed that significant positive improvement occurred in pre-service students' attitudes which affect teaching success as measured by the Minnesota Teaching Attitude Inventory as a result of their early field experiences.

Back on campus, attitudes and knowledge continue to be developed by use of tapes and films on the problem of the special child in the classroom; the teacher working with handicapped children in the mainstreamed classroom; discussions on the data gathered and knowledge obtained from the field experience interviews, observations, and work experiences.

The teacher educator needs to keep watch for those teachers who are good models and capture them on tape to be shared with all education students.

Also, during class time in the initial exploratory course simulated experiences can be effectively used to develop a better understanding of the world of the handicapped. Jean Fox, 1978, suggests such experiences as having students spend time in a wheel chair and be given specific tasks to do such as carrying books to another floor, using the lavatory, getting a drink, etc. Certain periods of time can be spent blindfolded. At other times hearing can be blocked with head phones. Students can be instructed to write with the opposite hand, read books upside down, etc., all for the purpose of experiencing the world of the handicapped and considering how teachers can adjust to those individual differences.

Another approach to building positive attitudes during the initial field experience is to provide positive interaction with a handicapped adult, in addition to those experiences with special children. Robert Lange and Marilyn Fender (1980) found that presentations by successfully functioning handicapped adults that included a description of their handicaps, personal experiences regarding handicaps, resulted in more positive attitudes toward the handicapped by those seeing the presentations than by those not provided these experiences. The authors contend that one cannot assume that all experiences with handicapped persons will increase positive attitudes. Selected positive images must be presented.

After reviewing the research on building positive attitudes toward the handicapped, it seems appropriate to say that the initial field experience can be structured to provide contact with special children for the purpose of increasing understanding of the concept of handicapped and encouraging positive attitudes toward those handicapped as well as

increasing understanding of the teacher's role that acknowledges the importance of the individual.

Skill Competencies

Although the initial field experience does not concentrate on skill building, it might be helpful to look at those skills identified by the Dean's Task Force as important to both the elementary and secondary teacher for working successfully in the mainstreamed classroom. These skills are not expected to be practiced at this level but can be included in the observation checklist of teachers' skills for beginning education students to

The skills include:

1. ability to identify and analyze students' academic and behavioral deficiencies.
2. ability to identify learning styles.
3. ability to use human and non-human support systems to carry out programs for handicapped students.
4. ability to keep records on individual's progress.
5. ability to demonstrate effective classroom management techniques.
6. ability to use teaching methodologies to promote progress of handicapped students.
7. ability to modify or develop curriculum materials to meet students' needs.
8. ability to use effective communication skills.
9. ability to implement IEP;s.
10. ability to assess and evaluate student progress.

These skills are essential to good teaching at any level, hence underlining the need to create not so much a special teacher for special kids, but rather a student-oriented teacher--at both the elementary and secondary levels.

Assessment

Assessment techniques for measuring the effects of initial field experience on education students' knowledge and attitudes can be measured in the following ways: (1) a criterion-referenced objective test to test knowledge competencies; (2) an attitude inventory toward children and specifically toward handicapped children to be administered at the beginning and the end of the experience to test attitude competencies; (3) an open-ended instrument with items in which pre-service teachers can react to the effect the experience has had on them with items such as "Did this course change your feelings or attitudes about persons with various handicaps?" Please explain how your attitude toward these people changed; (4) reviewing of student logs written during the field experience to notice comments related to goals of the experience.

Conclusion

The role of the initial exploratory experience in preparing the teacher for mainstreaming is an important one. At this crucial time at the beginning of a teacher education student's professional education, attitudes and knowledge can be developed that will help prepare the pre-service teacher to meet the challenges of the mainstreamed classroom. With the advent of PL 94-142 both elementary and secondary teachers have been legislated to acknowledge the wide range of individual

differences that can exist within the classroom, differences that were largely ignored in the past.

To equip the teachers to handle a student-centered approach to education that accommodates both the special child and the regular pupil the following points have been emphasized in this paper:

1. The knowledge, attitudes and skills recognized as essential for teachers in mainstreamed classes need to be introduced at the initial exploratory level and carried throughout the pre-service education to integration and practice at the student teaching level.
2. The image of the secondary teacher in the mainstreamed classroom developed through the initial exploratory experience is that of the student-centered teacher with teaching skills important for teaching all students.
3. The initial exploratory experience provides opportunity to observe and interact with special pupils as well as regular pupils. These initial experiences with special pupils are essential to help develop positive attitudes toward the handicapped.
4. The initial exploratory experience provides opportunity to observe and interact with teachers in mainstreamed classrooms and special teachers to develop an awareness of the role model.
5. The initial exploratory experience provides opportunity to develop positive attitudes toward special pupils through simulating activities on campus.

The initial exploratory experience can be more than a career decision course for the teacher education student. It can promote the knowledge and attitudes that pave the way toward the development of the teacher who can meet the challenges of mainstreaming by being a teacher attuned to the individuality of each student.

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APPENDIX

General Competencies and Specific Objectives for Implementation in the Initial Exploratory Course

Competency #1

The entry-level secondary teacher will be familiar with various forms of mainstreaming as it exists in the schools, understand that mainstreaming practices are a function of social, political, legal, and educational influences, and voluntarily seek new information about the role of the regular teacher in promoting least restrictive environments for handicapped students.

To attain this competency:

IN:	STUDENTS WILL:
EDCI/EDFI 202	State the general intent of P.L. 94-142 as it relates to placement of handicapped students in regular classrooms. Identify examples of various forms of mainstreaming in elementary/secondary schools. Compare and contrast examples of mainstreaming in terms of possible advantages/disadvantages for students and teachers.

Competency #2

The entry-level secondary teacher will be knowledgeable of cognitive, affective, and psychomotor characteristics which may constitute various handicapping conditions and be willing to work with handicapped students.

To attain this competency:

IN:	STUDENTS WILL:
EDCI/EDFI 202	Be familiar with school procedures for identifying students with handicapping conditions.

Competency #3

The entry-level secondary teacher will know the nature of existing attitudes toward the handicapped, understand potential effects of such attitudes upon handicapped students, and assume responsibility for demonstrating and encouraging the formation of attitudes that promote academic, personal, and social development of handicapped students.

To attain this competency:

IN:	STUDENTS WILL:
EDCI/EDFI 202	Be sensitive to attitudes of students, parents, teachers, and administrators toward the handicapped. Develop a tolerance for individual differences, including various handicapping conditions. Appreciate the importance of academic, personal, and social development of students, including the handicapped.

Competency #4

The entry-level secondary teacher will demonstrate ability to utilize both human and non-human support systems to promote the educational progress of handicapped students and will assume responsibility for seeking assistance as appropriate in identifying or carrying out instructional programs for handicapped students in the regular classroom.

To attain this competency:

IN:	STUDENTS WILL:
EDCI/EDFI 202	Be aware of the existence of student records, instructional resources, facilities and personnel that can provide information and/or assistance to the regular teacher in working with handicapped students.

Competency #5

The entry-level secondary teacher will remove or mediate to the fullest extenc possible physical barriers in the regular classroom and consider, when making decisions concerning physically and/or sensory handicapped students, barrier problems physically and/or sensory handicapped students continue to confront.

To attain this competency:

IN:	STUDENTS WILL:
EDCI/EDFI 202	Be sensitive to physical barriers in the school which may limit the mobility of physically and/or sensory handicapped students.

Competency #6

The entry-level secondary teacher will accept responsibility for instruction of handicapped students placed in the regular classroom and will employ teaching methodologies which incorporate specific strategies and techniques for promoting the educational progress of these handicapped students.

To attain this competency:

IN:	STUDENTS WILL:
EDCI/EDFI 202	Recognize that teachers may vary their instructional procedures to accommodate handicapped students.

Competency #7

The entry-level secondary teacher will know various techniques which can be used in managing a classroom, weigh these options, and utilize a management approach which exemplifies rational consideration of numerous factors which may affect the behavior of all students in the classroom.

To attain this competency:

IN:	STUDENTS WILL:
EDCI/EDFI 202	Be aware of techniques teachers use in organizing and managing their classrooms in terms of their potential effects upon the social integration and/or academic achievement of all students.

Competency #8

The entry-level secondary teacher will be able to identify curriculum content and materials which are appropriate for handicapped students and assume responsibility for devising ways of modifying inappropriate content and materials to facilitate the academic achievement of handicapped students placed in the regular classroom.

To attain this competency:

IN:	STUDENTS WILL:
EDCI/EDFI 202	(Not to be included in initial exploratory course)

Competency #9

The entry-level secondary teacher will demonstrate communication skills which are conducive to furthering the educational progress of handicapped students and will evidence a desire to improve these skills.

To attain this competency:

IN:	STUDENTS WILL:
EDCI/EDFI 202	Be aware of the importance of verbal and non-verbal communication in teaching.

	Practice listening to and speaking with students and school personnel and begin to identify factors which promote or inhibit effective communication.

Competency #10

The entry-level secondary teacher will be knowledgeable concerning legal, educatonal, and practical considerations associated with development and implementation of IEP's for handicapped students, be sensitive to the varying nature of regular teachers' involvement in development and implementation of IEP's, and assume an active role in assuring that services as designated in the IEP constitutes appropriate means for furthering handicapped student's overall progress.

To attain this competency:

IN:	STUDENTS WILL:
EDCI/EDFI 202	Be familiar with the term Individualized Educational Program.

Competency #11

The entry-level secondary teacher will be knowledgeable of appropriate assessment and evaluation methods, procedures, and instruments for use with handicapped students placed in the regular classroom and will assume responsibility for assisting in the assessment and evaluation of handicapped students' educational progress.

To attain this competency:

IN:	STUDENTS WILL:
EDCI/EDFI 202	Be aware that regular classroom teachers may have direct or indirect roles in assessing and evaluating the progress of handicapped students who are mainstreamed.